

The Educational Weekly.

The Educational Weekly.

THE UNION OF

Seven Leading Educational Monthlies in the Western States.

VAILE & WINCHELL, Editors and Proprietors.
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CHICAGO, THURSDAY, JUNE 27, 1878.

Editorial.

INTRODUCTORY.

WITH this issue, the WEEKLY begins a new era in its history. The editorial management and responsibility are now in the hands of Mr. E. O. Vaile, late Professor of English Literature and Mental Philosophy in Woodward High School, Cincinnati, Ohio. To many of the audience whom the editor of the WEEKLY addresses it is hardly necessary to introduce Mr. Vaile. A large number of teachers will recognize his name as having been attached to many articles in years past which they have read with interest and profit in the columns of the *Ohio Educational Monthly*, or of the *New England Journal of Education*, or in many instances, it may be, in other journals which had copied them from the periodicals above named. Those persons who have read more widely will remember his articles in the *Christian Union*, in *Scribner's Monthly*, and in the *Popular Science Monthly*, most of which articles received a marked degree of attention. But Mr. Vaile is by no means a writer and theorist merely. His varied and successful experience as a teacher enables him to speak with authority on educational topics.

He has served a full apprenticeship in every grade, starting from the common country school, and filling for the last seven years a responsible position in one of the best and most prominent high schools in the country.

Thus he steps directly from the teacher's desk to the editor's

chair, with a good record behind him, with a heart full of sympathy and zeal for the teacher and his cause, and with recognized literary ability; all of which we are glad to acknowledge, especially as the WEEKLY is now to have the benefit of them.

We hardly present this as a model introductory speech; but we feel justified in speaking as we have in order that no reader may be possessed with the apprehension that the high standard which the WEEKLY has attained as a fearless, progressive, and able educational paper is in danger of being lowered.

And now it only remains for us to present our acknowledgments to Ohio for what we have obtained from her; to congratulate our readers upon the consummation of the arrangement; and to bespeak for the new editor that degree of sympathy and forbearance which every editor—especially a green one—desires and deserves.

S. R. W.

SALUTATORY.

IF the audience will permit, and will give the editor credit for all the modest and becoming sentiments which are naturally felt, and which might be uttered, by any person about to enter a responsible but entirely new and untried sphere, he will turn over to the middle of his speech and begin there.

The WEEKLY is now placed upon a solid financial foundation, as we believe; and we sincerely hope that all doubts which may have been felt as to the length of its lease on life may be speedily banished. We desire, and shall strive to deserve, the full confidence and hearty support of every teacher and of every person interested in the cause of education. We shall give our days and nights, not to Addison, as Dr. Johnson advises, but to THE EDUCATIONAL WEEKLY, and we hope to meet with a hearty reception and support from those whom we try to serve.

Whether we shall receive this endorsement or not depends entirely, as we are well aware, upon what prudence and ability are displayed in the columns of the paper. Confidence is a plant of slow growth. We cannot expect to obtain it by the character of one issue or of two issues. But we hope the teachers of the country will feel moved to accord it in good measure without long delay.

As to our general purpose we may say:—The WEEKLY will be found following no party, but it will be outspoken upon all political questions of importance upon which there is any cause for it to speak. It will be found free from cant and sectarianism, but it will honor religion pure and undefiled, as the element of greatest value in the teacher's character, as it is the foundation stone of all true and noble manhood. There is no defect in our education of to-day so glaring and so lamentable as our failure to produce GOOD CHARACTER. Character, rather than intellect, is the primary object in the work of every true teacher. We do not depreciate the worth of intellectual training; but that training is valuable only in proportion as it tends to make lives that are strong in integrity, and virtue, and true manhood. Culture divorced from the essence of true religion is of no worth. It is a snare to the citizen and to the state.

Upon matters pertaining to our profession we trust the WEEKLY will stand where it has stood in the past—at the very front,—whether in the skirmish line looking out for hidden evils and abuses or striking hard blows at the enemies of free and genuine education. But it will not neglect the responsibility that rests upon every leader to be cautious and faithful,—to look well to

his own position and to sacrifice everything to the interest of his followers and their cause.

While the WEEKLY shall be active and progressive, it will not forget that much that passes for activity and progress consists simply in efforts and schemes for disarranging and tearing down. Its motto shall be,—Try all things; Hold fast that which is good, whether old or new. The pleasant, enticing aspect of what is fresh and new shall not entrance it; nor shall the venerable appearance of old-fogyism inspire it with reverence. In the language of the late editor, we believe, and shall labor according to our conviction, that "the WEEKLY has demonstrated that a comprehensive, vigorous, and independent style of educational journalism is a prime necessity of the age."

In brief, it shall be our earnest endeavor to make a paper such as every poor teacher ought to have; such as every live teacher will have; and such as every teacher who would be faithful and intelligent must have. May the appreciative and abundant support be forthcoming.

After we had penned our sentiment in regard to the comparative value of culture and religion, *Scribner's Monthly* for July came to hand. In "Topics of the Time" Dr. Holland utters sentiments so exactly in harmony with our own, and so much fuller and stronger, that we cannot forbear quoting from him as the confirming decree of a higher court.

"Much of the talk of culture is very foggy. Many of its assertions and propositions are as hard to disprove as to prove. It is full of glittering generalities; it utters ingenious sophisms; it puts on superior airs; and many a simple-hearted believer who knows that he holds in his faith something that is infinitely fruitful and valuable stands before it with a silent tongue. But when it begins to act, it begins to show the stuff that it is made of. It talks divinely of progress, but when it starts to walk it goes lame.

"If we may judge by facts that are painfully patent, there is no occupation in the world that so belittles and degrades men and women as that which is based upon, or which engages, the different fine arts. In literature, in sculpture and picture, in the theater, in music, in every branch of art that enlists the higher and finer powers of men and women, we have the most lamentable evidence that culture has not one purifying or ennobling quality when unaccompanied by religion. * * * The highest powers, cultivated to their highest point, speaking in the sweetest voice of literary art, save no man from being a sot, a debauchee, an adulterer, a disgusting boaster, a selfish glutton of praise, and a vindictive enemy of all who dispute with him the high places of the public admiration. * * * Does not music purify those who devote their lives to it? Not at all. Not in the slightest degree. There is no more reformatory or saving power in music than in the lowest menial pursuits. The farmer, who lives half the time among his brutes, is likely to be a better man than he who, successfully interpreting some great master, bows nightly before the storms of popular applause."

A WEAKNESS IN NORMAL SCHOOLS.

It is useless to ignore or disguise the fact that among many intelligent and earnest educators there is an apparent want of cordiality, and a feeling of distrust, toward the ordinary normal school. If we are not mistaken, this feeling has been rather on the increase for the last few years. We shall not now stop to enquire at length into the causes which have allowed or provoked this feeling. It certainly is a great misfortune to the cause of normal schools, and consequently to the whole cause of education.

Undoubtedly one circumstance which has tended to bring them into whatever of disrepute now attaches to them has been the

failure to carry on a system of rigid selection among those who pursue the normal school course. The law of survival of the fittest must be allowed to operate here as well as elsewhere in order to produce a thoroughly efficient race of teachers. It is not enough that this selection shall be based upon scholastic attainments, as is usually the case. A further and quite a different standard must be used—one which it must be confessed is somewhat intangible, and possibly indefinite to the ordinary mind. This standard is the *aptitude of the pupil for the business of teaching*. His aptitude cannot be measured by figures or discovered by an examination. This standard can be applied in no other way than by the personal opinion of a competent judge. It can be reduced to nothing that approximates nearer to certainty. Of course this is a severe test, and one very liable to admit error and injustice into its operations. This cannot be helped. The discrimination must be made. Normal schools in this country belong yet to the body militant; and in their struggle for existence and prosperity they cannot afford to continue to turn out grists gauged only upon common, ordinary qualities.

There is a flavor which, possibly, is beyond definition, an essence which may be imponderable, but which, nevertheless, is of great value, and of the utmost importance, and which, after all other screws have been set, must be allowed to make the final adjustment of the machine which professes to turn out a product for a particular purpose. High schools and colleges work for a general purpose. They are under no special obligation. Their duty is discharged when they take what material they can get, and do the best they can with it in a general way. But the moment a distinctively professional school is organized, it enters, by implication, into a specific contract with the public that, in the first place, it will admit no persons as pupils who by their natural as well as acquired qualifications, do not give reasonable assurance that they will develop into successful members of the profession. In the second place, it agrees to allow none to pass from its doors as graduates of whose future professional success it is not confident. Theoretically, normal schools have attempted to make teachers of all who come to them with sufficient intellectual attainments. Practically, they have failed, and have failed in such a way that they do not possess that entire confidence of the public and of the profession which they ought to possess. They have undertaken too much. It is not within the limits of possibility to make even average teachers of the entire brigades who annually enter our normal schools. That some of them should become teachers is evidently against the fiat of nature. That they should even be allowed to think that they can become teachers is injustice to the individual and an imposition upon the people. Normal schools have not kept good faith with the public simply because they cannot, under the contract they are attempting to carry out. In order to bring their diplomas to par, they must weed out their graduating classes in a way that is not yet practiced to any extent. It may be true that many schools must go unsupplied, if some poor teachers are not annually initiated into the order. More is the pity. But in the name of true education do not let them enter through the agency of normal schools. Let it be remembered that the work of normal schools is to make teachers, to train teachers, and not to labor, no matter how faithfully, upon an unselected mass of humanity, many of whom are only good for general purposes, or for some other purpose, in the economy of society. For these persons we have high schools, and academies, and colleges in abundance. Let them go there.

As has been intimated, there must be personal responsibility somewhere. That this responsibility may be well discharged it is necessary that the person shall be a thoroughly practical and wise teacher. Courage and conscience he must have in large abundance. They will be his only stays. It is true, to discharge such duties requires a rare person. But no man has a right to be at the head of a normal school unless he is a rare man.

We were prompted to speak upon this subject by reading the report of Mr. Andrew J. Rickoff, superintendent of the public schools of Cleveland, Ohio. There, through the wisdom and courage of Mr. Alexander Forbes, Principal of the Normal School, the right stand has been taken, as will be seen from the subjoined extract. We commend it to the attention of trustees and principals of normal schools everywhere, as also the closing paragraphs to the consideration of all who are skeptical as to the value of normal schools.

Nothing has occurred in the history of the school during the past year which is worthy of special notice except the formal adoption of the principle that, inasmuch as the existence of the Normal School is justifiable only on the ground that it educates and trains teachers for our schools, it cannot be made a place for the general education of those who have no natural aptitude for teaching. The following passage from a Report adopted by the Board of Education states this principle as a rule of practice for those who are concerned in the management of the school.

"Your Committee on Judiciary beg to present the statement of the principal of the Normal School, made to the committee on said school and referred to this committee, as the correct statement of the purpose and proper limitations of the Normal School, and, in accordance with these, would respectfully submit the following for adoption by the Board:

"Academic instruction is, in no proper sense, an object of the normal school, and is only properly a part of the work of the school in so far as necessary to correct instruction in methods of teaching the several branches. The school exists for the purpose of training those who are to be teachers."

RULE.

"When, at any time, the principal of the Normal School shall have become convinced that any in the school are not likely to make successful teachers, it shall be his duty to recommend them to withdraw from said school, and, should such recommendation be disregarded, he shall notify the superintendent, giving in full the reasons leading to his judgment, and the superintendent may assign such pupils to such other schools as their scholarship may fit them to enter."

This principle, having been almost unanimously approved by the Board, must have a salutary influence so long as it shall be maintained. * * * * *

I have said that were our school the only one of its kind, the demonstration of its utility would be sufficient to secure the approval of every man who regards the reputation of the city as the home of an educated people. The instruction which its pupils secure prepares them to enter upon the discharge of their duties with something better than the crude knowledge of the common branches which they were able to acquire when they were yet children, and with deeper insight into the nature of the mind than can be obtained in the curriculum of the high schools.

The practice which they have, under the skilled teachers of the training schools, enables them from the start to manage their classes and to commence their work in the school-room with advantage. The discipline of study, a good knowledge of the principles of teaching, greater maturity of character, which the lapse of a year brings when girlhood is just turning into womanhood, are some of the advantages which are obtained from the Normal Department. These advantages are supplemented by the practice of the training school. The two bear a relation to each other even more intimate than that which exists between the lecture room and the clinique.*

THE QUESTION OF VOLUNTARY AND ENFORCED ALLEGIANCE.

Hon. J. L. PICKARD, Chicago.

EACH individual life is a dual life—ideal and real. In some the distinction is marked, in others not plainly discernible. The unattained keeps ever in advance, inciting to effort in the daily life. Its influence may be weak, but is never entirely wanting. The real is always below the ideal, but takes on the form and color of that which is above. As a man purposeth, so is he in kind, but not always in degree. The aim he sets determines his activity. The real existence is a feeble embodiment of the ideal. Knowing the thought of the man, you may with some degree of certainty outline his course of conduct.

National life is but the aggregation of individual lives. The nation sets its mark, and its course is in direction of its purpose. The feeblest type of national life is observed in the tribal developments of savagery. Mere existence being the aim, hunting and fishing are the occupations; add the thought of supremacy by brute force and the arts of warfare become a study. The progress of civilization may be traced through the activities of the people—as Jeffrey expresses it in a review of Goethe's Wilhelm Meister, the process is from hunting to pasturage, to agriculture, to commerce, to manufactures. So in the literary world, poetry encouraged by a pastoral life is antecedent to prose, legend to history, exaggerated sentiments to just representations of nature. In art, monstrosity precedes simplicity. The ideal ever rising lifts the actual. Passing from this general view to the process of distinct civilizations we find the prominent ideals determining the form and the character of institutions. Asiatic civilization maintains despotisms in social life, building caste as in India—in industrial life demanding mechanical drudgery as in China, the masses obeying implicitly the rule of the few. Grecian civilization led to conflict of small tribes, so that muscular development became the end of all education, whether it be as in Sparta, for purposes of war, or as in the higher stages for mere beauty of outline in sculpture and painting. English civilization has had a wider scope, and the opening of all occupations alike to all has led to general or universal education.

Three distinct epochs, each characterized by its predominant feature, have marked the world's progress. The first, Religious, with faith as its characteristic, presented in the Jewish nation; second, Intellectual, Grecian culture being the symbol; third, Industrial, Anglo-Saxon invention giving its character. As the second took on the first, using religious themes for the display of its culture, so the third in its best presentation shows accumulation from the religious and the intellectual epochs, and the present age makes thinking serve labor, and pure religion the good of the race, determines the products of labor and thought.

To feel, to think, and to act are the root words in the history of the three epochs, and the three roots are at the foundation of our present civilization. We can cut off neither without doing violence to the growth. The ideal of the first civilization was in Theocracy, under a pure and faultless sovereign—prompt obedience even to sacrifice of life secured—the real invested objects animate and inanimate with sovereign attributes, and so exalted man that the second epoch adopted human reason as its ideal ruler and a pure democracy as its form of government. The real of this epoch was conflict of reason, strife for supremacy, a gradual widening of the space between the rulers and the ruled, with luxury and degradation growing each day more pronounced, the necessities of the degraded ministering to the artificial wants

of the luxurious, until manhood asserted itself in the overthrow of pomp and splendor which mocked their poverty, and the third epoch of constitutional liberty set up its ideal in the absolute equality of men before the law and in the right of each to the enjoyment of the fruits of his own labor. The real of this epoch has appeared in limited monarchies and in republics guaranteeing to each protection in the pursuit of his own chosen occupation, but not preventing unwise choice nor hindering accumulations on the part of the more favored until caste distinctions founded upon wealth have arisen to the danger of good order, and with the necessary accompaniment of social disturbances.

All civilization involves human progress and secures social order if we consider its aim and not its results. When Lycurgus was requested to show the walls of Sparta, he is said to have pointed to his troops with the remark, "Men, not brick, form the walls of Sparta."

Our American Lycurgus embodied in his immortal declaration the ringing sentence, "All men are created equal and are endowed by their Creator with certain inalienable rights, among which are life, liberty, and the pursuit of happiness." Spartan democracy maintained itself by physical prowess, and Spartan education had reference to the physical culture of her sons. Jefferson saw in man something more than a mass of resistance to force, and sought to maintain the American republic upon a manhood which from its inherent worth would be secure against invasion. He believed in the greater security of an impotent government and sought to discard all external force as a means of defense. He believed most firmly in the principle of voluntary allegiance, and resisted every effort to provide a standing army as a guard against danger. His ideal has in a large measure prevailed for a century, and the question of the existence of a republic upon the doctrine of voluntary allegiance has so far been settled, but many look with trembling to the lessons another century shall teach if the Jeffersonian doctrine prevail without some slight modification. Our educational forces need careful consideration and occasional readjustment as our social conditions vary. Voluntary allegiance may serve a nation, where population is sparse and engaged in peaceful pursuits, where competition can scarcely evoke the passions of men, and where simplicity of living accords with the rural occupations of a community essentially agricultural.

But let the conditions be changed. Bring the masses of men from the fields where their labor is crowded out by the introduction of machinery into the cities with habits suited to city life, arraying them against their fellows in sharp competition for trade, or in manufacture of the very machines whose existence has deprived them of the earlier means of procuring a subsistence, and the temptations to sharp practice, the gnawing desire to be rich and thus to place themselves in the ranks of those who set the style of cities and who use wealth as a means of display, and for the purpose of securing influence in society—the danger is great, and if our experiment of voluntary allegiance shall prove still a success as it has proven for a century past, there must be a reinforcement of public virtue, an expansion of public intelligence through all the agencies within the power of the state to foster or to control.

—To make anything a success, a person needs to give his time and energy to it. No school journal ever made much of a success where its editor made it a "side show." If a man conducts a journal well, it is all he can do, and if a man does his duty as president or professor in a normal school, or as superintendent of city schools, he has no time left to run a school journal.—*Ind. School Journal.*

OBSTACLES TO NORMAL SCHOOLS.—NO. II.

JOHN OGDEN, Ohio Central Normal School.

WE are met, sometimes, with this objection to the establishment of purely professional normal schools: that there is not enough connected with the *science of education*, as we call it, upon which to found an independent course of study and practice. But this can come only from those ignorant of the nature and scope of this subject. Not *enough* in the science of education, upon which to found a "course of study"! Then there is not enough in nature to supply her own wants, or to carry on her own operations; there is not enough in art, nor in literature, nor language, nor history, nor mathematics, nor in all these combined, to make one poor science; for the science of education, which may fitly be regarded a diagnosis of all science, as educational force, includes all these, and much more, not merely as technical science, but *art*, or the use of all these in their right application to teaching.

The fact is, the science of education, as it stands related to teaching, has more in it, a greater number of strictly independent scientific formulæ, a stronger relationship of independent facts and principles, a more beautiful correlation of cause and effect, than any other known science, either physical or metaphysical, in fact, more than in all others combined. It is the "*scientia scientiarum*," since it includes all others, not merely as sciences, but the force and value of each, as educational elements, or aids, together with the logical and chronological arrangements into courses of study, suited to the exact wants of the several grades of school life.

What this science needs more than anything else, just now, is the master hand to arrange its principles and facts in some definite, systematic, and logical order; to do for it what Blackstone did for the common law; so that it may be approached and mastered by the learner, and rightly applied in the management of schools.

This of course implies an art, which is indeed the sublimest of all arts, the art of teaching, which naturally and necessarily grows out of this science, in its right application to the development of mind, and heart, and character; hence it may fitly be denominated the "*ars artium*," since it is the instigator of all art, the application of all scientific principles to the development and perfection of that which is more valuable and more enduring than brass, or marble, or gold, or silver, or any or all material substances.

The general ignorance of this feature of our subject among teachers is a mournful fact, and one of the strongest arguments that could be adduced in favor of normal schools. Such ignorance of the grand fundamental principles of science and art would not be tolerated in any other profession, especially if it related to the application of these principles to *professional* duties. Normal schools should look well to the nature and extent of this difficulty. If they expect to win honorable recognition from a discriminating public, they must take a high stand *professionally*, at all hazards. But how does the matter stand? Why, three-fifths of all the students to-day, in what we call the normal schools here in Ohio—and I am informed it is no better in some other states—are studying nothing more than the branches they expect to teach, just what they could study in any good high school or academy; and, probably, one half of this number have never, as yet, suspected there is anything else necessary. Hence the narrowness and leanness that have come into the soul of the profession. •

But is such ignorance excusable on the part of those who are soon to be intrusted with the lives and destinies of our children? It may be in the absence of any true normal schools in our state. But the cupidity of those who are managing these sham normal schools is unpardonable. These concerns, (for they are not normal schools,) while they may be doing *something*, in the way of academic instruction, (but even *this* is often spoiled by pedantry,) are doing more to degrade and hinder the whole system of normal school instruction than all the good they have ever done will counterbalance.

The idea of a normal school, devoting all its energies and time, or even a greater part of them to the academic work, except as merely illustrative of special methods of teaching, is simply absurd; unless indeed there are no other schools to do this preparatory work. But an examination of the courses of study of most of these normal schools will reveal the fact that little else is attempted; occasionally an allusion is made to "Theory and Practice," or some such specious terms, which figure scarcely anywhere about them except on paper.

HIGH SCHOOLS AND ACADEMIES IN WISCONSIN.

Prin. B. M. REYNOLDS, New Lisbon, Wis.

IN a late number of the WEEKLY I made a feeble attempt to defend our state system of education against an attack made upon it by Mr. Edward Huntington.

Now I am for the state system *intact*, and I will do all I can to defend its honor and the principles on which the system is based. Does Mr. Huntington, and do all who are of his way of thinking, wish for private academies? Very well, let them say so. Let men of public spirit and enterprise in the several denominations and out of them contribute funds, let boards of trust be organized, academies built, faculties engaged, curricula of study established, and let these new-born academies proceed to exalt scholarship and to usher in a brighter day. All hail to them, I say; and if they proceed to work in their legitimate sphere, making no warfare on institutions already existing, but give them a feeble tenure of life, I will join my voice in giving them hearty encouragement. I have no doubt but that there is ample room for them in Wisconsin if there is a limited number.

No high schools nor any other schools so far as I know, have suffered from the normal schools, although they have in the last twelve years gathered in their classes and departments about fifteen hundred pupils. There is no need of jealousy and hard feeling. There is room for all and work for all. There are three hundred thousand children and youth to be educated if they become properly fitted to take up and continue in an honorable manner the work that the fathers lay down. We need a better education for the masses of the people, and the true way to secure it is not in spending our strength and vital energies in tearing down the structures already reared at so much expense of time, thought, and money.

Let men of public spirit and piety endow the academies already in existence and furnish them with better facilities for doing their work, and nobody will grumble or have the least fear, if they have able teachers, that they will "degrade scholarship." The New England academies were endowed by those generous spirits who wished to see liberally educated men in the several professions, and who were especially anxious that New England might have an educated ministry. Those New England academies have had much to do in giving that rock-ribbed country her

intellectual preëminence, and they have sent abroad into all parts of the habitable world a class of men and women, in reference to whom they can say with a grander pride than Rome at the height of her imperial sway,

"*Quae regio in terris non nostri plena laboris?*"

And yet, with all her academies and private schools, New England, having only about nine thousand square miles more territory than the state of Wisconsin, supports, I presume, not less than two hundred and fifty high schools, and high schools, too, that do not "degrade scholarship."

—While Russia is seeking a route to India England is opening a route to Siberia. Captain Wiggins, just returned from the Jenisei and Obi Rivers in Siberia, reports that route as practicable to the north pole, with an open sea all the way. He reports also that there is an immense commerce into Siberia from China, which finds an outlet through the rivers flowing into the Arctic Ocean, and that the timber, grain, and mineral resources of Siberia are marvelous. As it is only a fifteen days' voyage from the Jenisei River to London, a project is on foot to organize a line of trading steamers for the Siberian trade.

—A folk-lore society has just been formed in England for the purpose of preserving the fast-fading relics of popular fictions and traditions, legendary ballads, local proverbial sayings, superstitions, and old customs. The new society will gather together the folk-lore articles scattered through English literature, and such communications on the same subject as may be forwarded direct to the society, and it will print such accounts of the folk-lore of the colonies and also of other countries as may serve to illustrate and explain that of England.

The Boat is Launched, but Where's the Shore?

(Graduating Song of the Class of 1878, East Saginaw High School.)

MISS PHEDRA STEPHENS.
Andantino.

W. L. SMITH.

1. To-night we part, our work is o'er, We've built our bark with tedious care,
2. The boat is launch'd, but where's the shore? In af-ter years where shall we land?
3. Al-though the sea appears so clear, We know it can not al-ways be—
4. Our boat is launch'd, but where's the shore? Is it where there is death, or life?

Yet pleas-ant were those hours of yore, When each the oth-er's task did share;
We know not, yet we'll ply the oar With faith-ful, watch-ful, hope-ful hand;
Clouds of - ten rise to cause us fear, And make the fu-ture dim to see;
We know not, yet we'll ply the oar, And pray that we may win the strife.

Be-fore us spreads life's o - pen sea, We now must launch up-on its tide,
To us the fu-ture seems so bright, No storms up-on its waves appear,
The strongest have been wreck'd and lost, Or cast up-on a bar-ren shore,
To-night, we leave the scenes of yore, And part from those we've learn'd to love,

And as we sail, our pray'r shall be, That Heav'n may ev-er be our guide.
A pur-pose brings our hearts delight, And gives us strength to on-ward steer.
Thus may our frag-ile bark be tossed, Our fond hopes crush'd for-ev-er more.
And though we meet on earth no more, We hope to join our hands a-bove.

Notes.

GENERAL.—Two American expeditions to the North Pole are now under way, as well as one or two from the countries of the Old World. The value of their scientific investigations is not doubted, and it is even yet hoped that some important discovery may be made with reference to the physical features of the earth about the Pole, if it is found possible to reach a very high latitude. A number of years ago the *Scientific American* published "the vagaries of a backwoods philosopher to the effect that our earth had a central cavity of enormous dimensions, extending from pole to pole, through which the ocean waters ebbed and flowed; and he declared that whenever any ship could reach the North Pole it might sail placidly into the aforesaid cavity and reach the bowels of the earth; where a strange race of human beings would be found living in peace and happiness; with other marvels in multitudinous numbers." This strange suggestion has been recalled by the report by Richard A. Proctor of his observations of the transit of Mercury, in which he says that a bright spot was seen on Mercury's disk, which appeared "perfectly central and of sensible magnitude." His eldest daughter, who observed with him, described it as "a mere point, and quite central, as if the disk were a round piece of black card, and the bright spot were a hole pierced through with the compass point in striking out its circular outline . . . when a small cloud passed over part of the sun's face, nearly the whole of which was in the field of view, the bright spot perceptibly waned in brightness, though not crossed by the cloud." The *Scientific American* adds, that in view of this and the knowledge that Saturn has planetary rings, the fact that when a milk-pail is whirled like Jupiter the liquid moves outward, leaving an opening in the center, who knows but Mercury has a hole through it, and that the bright spot seen by Mr. Proctor was simply the sun shining through the aperture? If Mercury is tubular, may not the earth be also?"

REVIEWS.

Choice Readings for Public and Private Entertainment, arranged for the exercises of the School, College, and Public Reader, with elocutionary advice. Edited by Robert McLain Cumnock, A. M. (Chicago: Jansen, McClurg & Co., 1878. pp. 426. \$1.75.)—To the lovers of good reading in the Northwest it is superfluous to say that Prof. Cumnock has no superior and few if any equals as a public reader. His appearance before public audiences is everywhere hailed with the enthusiasm of large numbers, and his hearers always depart filled with a new inspiration by the great power of the elocutionist. As a reader, who is permitted to make his own selections, Prof. Cumnock is an acknowledged success. And it is a frequent remark that he is not, like most elocutionists, successful in rendering only selections of a particular character, but is equally skillful with the gay, the pathetic, the tragic, the humorous, or the didactic. This volume of choice selections is corroboration, as far as it can be, of such a judgment. It is not particularly good in one part and defective in others, but is throughout filled with the very richest and choicest of articles suited for the purpose. This shows the editor's diversity of talent. And then, as further corroboration of this fact, the "elocutionary advice" which introduces each general class of selections is presented only as an accomplished and professional artist could present it. This "advice" is by no means an unimportant or superfluous part of the book, as it is superior to the common sort of stuff given in reading books and books on elocution, being stated in a pleasant, familiar vein, quite unlike the didactic portions of such books generally.

Echoes from Mist-Land; or, The Niebelungen Lay Revealed to Lovers of Romance and Chivalry. By Auber Forestier. (Chicago: S. C. Griggs & Co. 1877. pp. 218. Cloth, 12 mo. \$1.50.)—The admirable works published by this enterprising house are among the most choice which a teacher or a scholar can provide for his library. For general entertainment as well as edification, we have recommended those by Prof. Mathews. For a pleasant and profitable study, read Anderson. For delight and genuine enjoyment, read B. F. Taylor. No other catalogue of publications can be so safely ordered wholesale for a library as that presented by S. C. Griggs & Co., especially that class of books represented by the volume before us. In this we have the pleasant modern English for the German of the eighteenth century, or the still earlier German of the twelfth and thirteenth centuries, as contained in the great German epic, the Niebelungen Lied. It is not a translation merely of that great epic; it is more than that, as it is written for the general reader and not the scholar. It is plain English prose, well calculated to lead

the reader to a further study of the original and of the numerous other myths and sagas of that celebrated Swabian era, when the Hohenstaufens sat on the throne of the German empire. Carlyle speaks thus of this period:

"Then, truly, was the time of singing come; for princes and prelates, emperors and squires, the wise and the simple, men, women, and children, all sang and rhymed, or delighted in hearing it done. It was a universal noise of song, as if the spring of manhood had arrived, and warblings from every spray—not, indeed, without infinite twitterings also, which, except their gladness, had no music,—were bidding it welcome."

The Lay itself is one of the most wonderful in the beauty of its sentiment and its literary excellence. Its resurrection about the middle of the past century, by the Swiss professor, Bodmer, in a measure marked an epoch in the study of antiquarian literature. The manuscript had lain for centuries in an old monastic library. It was published under the title of "Kriemhild's Revenge and the Lament," but after the publication of the Lassburg MS., it was discovered that the Lament was but an appendage to the Lay, and it has since been omitted. "Like the Iliad of Homer, it remains a monument of an epoch in a nation's history—a vivid picture of the social customs, of the religious faith, and of the predominating passions of a race, at one period of its existence." "Indeed," says Carlyle, "a strange charm lies in those old tones, where in gay, dancing melodies the sternest tidings are sung to us; and deep floods of sadness and strife play lightly in little, curling billows like seas in summer."

The Metric Primer, a text-book for beginners, prepared for the society by a practical teacher, has just been printed in a first edition. It is designed to afford a much more complete and satisfactory treatment of the system for beginners than is found in any of the arithmetics. It differs from the *Metric Manual*, which has met with so marked commendation from all who have used it, in being in the form of question and answer. The first edition is printed before the plates are made, in order that advantage may be taken of the criticisms of the members of the Bureau, and others who are interested. As the book was made for the society, as a much needed help in advancing the proper teaching and introduction, every one interested is invited to examine it carefully, and send in any suggestions of possible improvements to the Bureau. Any school superintendent, normal school teacher, or high school principal, applying personally or by postal-card, will be sent a copy for such examination, without charge. Address Metric Bureau, P. O. 260, Boston, Mass.

NOTES FROM NEW ENGLAND.

II.

IN the course of the papers headed "The Old and the New," which have lately appeared in the WEEKLY, I took occasion to say that in the best taught schools far more time is now given to the exercise of reading than has been customary heretofore. Not that more time is spent on the pieces in the prescribed series of text-books in reading, but an abundance of interesting reading matter is introduced in addition to that found in the text-books.

Let me pursue the subject a little further, for it is one of the most important in the field of practical education. I have characterized the limitation of the provisions for reading purposes to the series of text-books in reading which may happen to be in use in a school as one of the grossest mistakes which school authorities have ever committed. Poring over the meagre amount of matter in the text-books until it is fairly learned by heart, which is the current practice in most schools—what comes of it? *The very moment that the mind of a child has become familiar with the subject matter of a piece its words cease to be live symbols of thought and to yield any mental profit.* Those words are thenceforth only dead driftwood in the pathway—obstacles, not helps. How limited the capacity of the scholars in the vast majority of schools to read well, as compared with the opportunities which they have enjoyed—how absolutely beneath contempt! I do not mean capacity to read what they have been drilled upon in the school exercises—that they may accomplish to admiration, but capacity to take up new matter adapted to their ages, and enunciating the words readily, to inflect them according to the sense. This latter test of power is the only true one—the only one worth a straw. It is sheer child's play, for instance, when a school is examined, to confine the examination in reading to what the children have been practised upon; and the impotence of most classes to read new matter with any credit, even although they may read with consummate art the pieces on which they have been drilled, is conclusive proof of the miserable character of the prevailing method of work.

Have not school authorities the true method right before their eyes, day after day, and will they be so stolid as to disregard it? How is it that the chil-

dren of cultured families learn to read with such facility and intelligence as they do? Is it by a protracted drill upon the pieces in a single book—like that to which the scholars in most schools are subjected? No, it is by the perusal of book after book, not for any prosy drill, *but for the sake of reading*; one book being thrown by as soon as its contents have been appropriated, and another taken up. Thus it is that words are encountered from time to time in new relations, stimulating curiosity always, as symbols of fresh intelligence, until at length their forms become familiar to the eye while at the same time they permanently furnish the mind.

The reading books in use in a school should be changed for others just as soon as the scholars have read what interesting matter they may contain, *once or twice*. But their best service greatly depends on the aptitudes and enthusiasm shown by the teacher in conducting the exercises in reading. In the first place (I have special reference now to primary classes), a new selection should never be assigned as a lesson to be studied in advance of the class exercise in which it is to be read. The mechanical lingering over the separate words to make sure of their proper pronunciation, which such a method involves, destroys interest in the subject matter, and correspondingly prevents that modulation which is most grateful, because natural, impulsive, and easy. No, let the teacher, having first possessed herself of the subject and entered into the spirit of the piece, introduce it to the scholars in such terms as will excite eager curiosity to find out what it has to tell them—and as they read along, follow up with comments intended to keep interest on the stretch to the end.

Above all things let the diction of the pieces selected be so level with the capacity of the scholars that it will serve to develop, not to obscure the sense. *More than half the scholars of America are daily reading in books so far beyond their years in both their subject matter and their phraseology, that the time spent in the reading exercises is almost wholly a droning, unintelligent waste.*

I am not advancing untried theories. The method I have suggested is in constant practice in schools whose attainments in reading, through its superior efficacy, are wonderful as compared with the slow progress made under the old ways.

I have not fully set forth the details of the new method, but I have said enough to stimulate thought.

Massachusetts has a new "Secretary of the Board of Education," which is the title of the chief executive officer in the State Department of Education, This is Hon. J. W. Dickinson, formerly principal of the Normal School in Westfield.

As devoted as he is capable, Mr. Dickinson is earnest to lift the schools of the state to a higher plane of worth and usefulness than they have stood upon heretofore. The average "rural school needs lifting badly, it must be confessed. It is certainly poor enough.

This end, in the intelligent view of the Secretary, is to be brought about by means of a better system of supervision than now exists. He would have the state districted, and each district placed under a competent superintendent so as to secure for the rural schools the thorough and improving oversight which has rendered the schools in the cities so worthy of admiration. In effect, he would establish, under the best conditions, a system similar to the county superintendencies of the Western States.

But I fear he will be sadly thwarted in his noble aim. At best he is likely to obtain only a nominal success. By dint of persistent effort he may at length secure the enactment of a law creating the superintendencies—but without the power attached to them, which alone can render them effective. For the towns, now the centers of all practical power in school affairs, are not likely to part with a jot or a tittle of their prerogatives. There is the State Board of Education, for instance. It was created many years ago. Its first executive officer (Secretary) was Horace Mann; and he has been succeeded in his honorable office by such noted men as Barnas Sears, George O. Boutwell, and Joseph White, yet neither Board nor Secretary has ever been possessed of one particle of authority, except to collect annually certain statistics and to control the normal schools. They cannot rectify an abuse nor institute a reform in a single school in the state. They cannot turn out a poor teacher nor put in a good one. Their vocation has been to *persuade*; and with a patriotism and self-sacrifice worthy of all admiration, they have done as heavy a business in trying to persuade the towns to employ better teachers and have better schools, as time and strength would permit. But the present condition of whole classes of schools too sadly reveals the extent to which their efforts have proved abortive. What is wanted is a little stringent central authority to *compel* reforms.

Now if the towns have all along fettered and crippled the state education-

al authorities by withholding all positive power, they are not likely to deprive themselves of any vested rights in favor of a new body of officials. But perhaps the cities may dominate the towns in the Legislature, and if they favor this plan, may force those little republics to submit to a wholesome transfer of power in some regards.

The question will be likely to be asked, in reference to the reading plan which I have set forth above, how so many books as it evidently requires are to be procured? Parents, surely, cannot be expected to purchase new reading books for their children once a month.

The plan can be carried out only where there is a healthy public spirit, ready to make a little sacrifice for the best good of the schools. *The books for reading purposes must be bought in bulk by the school authorities, and loaned to the scholars.* This can be effected in a very economical way. Suppose, for instance, there are 200 children of a grade to be supplied, distributed in classes of 50. Let the school authorities buy four different sets of books, to the number of 50 each, of the right character for such a grade—Primers, or First, Second, Third, or Fourth Readers, as may be—and deposit a set with each class. Then at the end of a specified time—say four or six weeks—let the sets be transferred, so that each class will be newly furnished; and so forward. Thus the 200 scholars will each have the advantage of four different books at a very low cost.

H. F. H.

OPINIONS OF EDUCATORS.

—It is the common testimony of those experienced in the management of schools, that teaching is subject to the same law of preparation as any other business. In recognition of this law special schools have been established in the interests of the various mechanic arts, trades, and agricultural pursuits. The best interests of modern enterprise demand these schools. The proprietor of one of the largest manufacturing establishments in this city says that he takes no apprentices. He cannot afford the waste of time and material which results from their work. This gentleman represents the class to which he belongs. Boards of education in towns and cities are slow to take into their employ teachers who have not previously proved their ability to teach successfully. They have learned that with good teachers the money they expend is well employed, but with poor teachers not only is there a loss of the money paid for instruction and of all the other expenses of the schools, but there is also a waste of the time and opportunities of the children, which money can never replace. This plain principle of business applies with more force in the employment of a single teacher in a country school than in case of a teacher in a city school. The country teacher is left with few of the aids, such as gradation, classification, well-defined regulations and visitation, all of which the city teacher possesses. Yet the child in the country is just as deserving of the best instruction as is the one in the city. The schools of the country should not stand one iota behind those of the city in respect to any real excellence. They cannot afford to take teachers who have had no previous preparation, any more than can the city schools. It is the preparation, this preliminary training, which the normal school is designed to accomplish. The idea upon which it is based is a true one.—*Prof. S. H. White.*

—In the literary character of her text-books, binding, paper, illustrations, and adaptations to the wants of our schools, our country is to day far ahead of the rest of the world. It has all been accomplished by the free spirit of competition, during so many years. Take this away, put the supply of school books in the hands of hungry, dishonest, and impecunious politicians, require these books to be used by all pupils and teachers, and we ought to have a first class literary rebellion; but if we did not, we should have poor books. Why may not the dear people be trusted to buy, sell, and make their own school-books, as well as to buy, sell, and make their own school-houses? There certainly has been no corner in the text-book business, and there is no lack of business capacity among the people. It is, also, oppression of the worst sort to declare that an entire state *shall use* a certain series of books. Who has the legal right to prescribe what kind of an arithmetic we, as teachers, shall use, any more than what kind of potatoes we shall eat. Let the teacher be held, most rigidly, to strict account in reference to the quality and quantity of his work, but let the tools he may use in producing this work be left to his patrons and himself. It is unconstitutional to prescribe to a mechanic, teacher, or a literary man the implements of his work.—*National Teachers' Monthly.*

—That district school is the best which chokes the child least with the dry dust of knowledge, germinates and plants the most seeds of thought, and by the aid of the town library swings the door wide for farther growth.—*Pres. John Bascom.*

Educational Intelligence.

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The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, JUNE 27, 1878.

THE STATES.

MAINE.—The graduating class of Bates numbered seventeen. Lee and Shepard of Boston are soon to issue a new scientific work by Prof. Vose of Bowdoin College. The State College still lives and thrives in spite of its many enemies. The Legislature failed to make an appropriation for workshops, so the students have fitted up a workshop for themselves. Prof. Maria Mitchell of Vassar is a graduate of Bates College and a native of Dover, Maine. Bowdoin College Summer School of Science will open on July 15. Bates College students have organized a permanent Glee Club of twenty members. Rev. W. L. Jones of Oakland, California, a graduate of Bowdoin, has been elected President of Oahu College, Sandwich Islands. By a recent law of the state, the boys of the Reform School can be apprenticed to parties wishing to receive them. Ten boys have been selected. All the celebrated "Abbott" family, contributors to *Harper's*, were Maine people. John S. C. died lately at Hartford, Jacob lives at Farmington, Austin is a lawyer in Park Row, and Lyman is editing the *Christian Union*. Dummer Academy, Newburyport, Mass., has had three distinguished Maine teachers, viz.: Nehemiah Cleaveland, afterward Prof. in Bowdoin College, Mr. L. W. Stanton, and the present Preceptor, Rev. E. G. Parsons. Mr. D. T. Timberlake is having a flourishing school at Gould's Academy, Bethel. The former pupils of Mr. Weston, formerly principal of Westbrook Seminary, are very anxious for his return. Mr. C. D. Jameson, a graduate of Bowdoin College, has received the position of Civil Engineer, of the Memphis and Charleston Railroad. Hon. J. L. Pickard, formerly of Auburn, has been chosen President of the State University of Iowa. Percentage of attendance of Portland schools for May, 93.5. President Chamberlain denies being either a Catholic or a greenbacker. Maine people only know him as a Christian gentleman and scholar. Prof. George W. Keeley, formerly professor of mathematics in Waterville College, died suddenly on the 13th, aged 73. The graduation exercises of the Eastern Normal School took place at Castine on the 13th inst. Nineteen received diplomas. Prof. G. M. Hodge, has resigned the principalship of the Westbrook Seminary after a successful period of four years. The following are among the Bowdoin Commencement exercises: July 7, Baccalaureate by Prof. Pickard; 10, address before the P. B. K. society by Rev. Wm. Henry Savage; address to the Alumni by Hon. Joseph W. Symonds, and Concert by Miss Cary and the Mendelssohn Quintette Club; Friday, the 12th, examination for admission to college.

ILLINOIS.—The Elgin high school graduated a class of six girls and six boys, June 6. Dr. San Bogan, of Birmah, a graduate of the Chicago University and of Rush Medical College, has been spending a few days at the Illinois Normal School, observing methods of instruction, etc. He will return to Birmah in October, and will at once enter upon his work of teaching medicine. The executive committee of the Madison County Teachers' Association has issued a circular apprising the teachers of the county of the fact that a normal institute will be held at Collinsville. The session will begin July 8, and will continue four weeks. It will be under the direction of Prof. H. H. Keebler and W. E. Lehr, two competent instructors. The following teachers have been engaged for the Collinsville schools: Mr. C. Butler, Mrs. H. A. Page, and Misses E. Stocking, C. A. Penny, M. Peters, Lizzie Coit, Nellie C. Carr. Vacation, in Madison county, is fairly on hand. The Rushville high school graduated a class of nine—three boys and six girls—on June 14. Prof. H. A. Smith and all his assistants were reelected for next year. Prof. Smith has been in Rushville three years. The Princeton high school graduated a class of twenty-four. Mr. Boltwood presented the diplomas. After the valedictory address, Col. Elliott, representing the Board of Education, presented Mr. Boltwood the following resolutions, which had been adopted by the Board May 27, 1878:

"Prof. Henry L. Boltwood having occupied the place of Principal of the Princeton High School from the first opening, eleven years since, until his recent resignation, the High School Board of Education feel that some suitable recognition of the valuable services he has rendered this community should be entered upon the records of this Board. Therefore,

"Resolved, That with grateful satisfaction we bear witness both as the official representatives of the school, and as private citizens, to the great obligation we, as a people, are under, to Mr. Boltwood, for his long and arduous services as the Principal of our High School.

"2. That the benefits received by the town of Princeton from Mr. Boltwood's instructions, in the moral and intellectual elevation of the young people of the town, are such as cannot be measured by money, and are mainly due to the tireless industry, energy, and eminent ability as an organizer and teacher, which he has put into his work, through all the years in which he has had charge of the school.

"3. That we part with Mr. Boltwood both as a teacher and as a citizen with feelings of deep regret and wherever hereafter his lot may be cast, our best wishes for his success and welfare will follow him, and we commend him without reserve to the confidence and good offices of any people among whom he may find a future home.

"4. That we have placed the above resolutions on record as a simple act of justice to Mr. Boltwood, and with full confidence that they express the substantial judgment and feelings of this community."

At the conclusion of the Colonel's speech, Judge Trimble presented the following resolution, which was unanimously adopted:

"Resolved, That we, citizens of the Princeton High School District, assembled at the eleventh annual commencement of the Princeton High School, together with the patrons of the school from elsewhere, do most heartily endorse the resolutions in commendation of Prof. H. L. Boltwood, adopted by the Board of Education, May 27, 1878, and, to the sentiments therein expressed, do add our earnest approval, with all kind wishes for his future success and prosperity."

Still the good people of Princeton were not content, for Mr. S. G. Paddock came forward and presented Mr. Boltwood a handsome gold watch as a testimonial from the citizens. The Clark County Normal Institute will open for a six weeks' session July 15. It will be in charge of Co. Supt. Shaw and Messrs. Kilborn and Comstock. C. H. Rew, principal of the Fairbury schools, will open a six weeks' normal drill at that place on July 2. Mrs. A. E. Sanford has been appointed principal of the Monticello school. County Superintendent Roth, of Edgar county, is vigorously pushing educational reforms in the country districts. The annual session of the county institute will open at Paris July 15, under the direction of A. Harvey, Superintendent of city schools, assisted by Prof. C. W. Jacobs, of Kansas. Over ninety teachers were in attendance last year. The feeble attack on the Paris public high school fell through from its own weight. The outgoing members of the school board were reelected without opposition. This result is practically an emphatic endorsement of the present management. The graduating class consisted of six young ladies, all of whom took the entire classical and scientific course. The Alumni held their first annual banquet on Thursday evening, June 6, at the residence of Geo. E. Levings, Esq. About thirty graduates were present. Prof. C. W. Jacobs, for several years principal of Kansas graded school, has resigned to take charge of the East side school, Mattoon. Prof. J. Hobbs, formerly of Shelbyville, will take his place at Kansas. J. W. Failing leaves Vermillion to take the school at Oakland, Coles county. A. S. Chilcoat goes to Vermillion, Prof. Green remains at Christman.

MICHIGAN.—Prof. Lodeman's European party consists of twenty-five ladies and gentlemen. They will start the 27th inst. from New York, returning Sept. 5. In Ann Arbor the school board are considering the propriety of permitting the existence of secret societies in the high school. More public school buildings are to be constructed. A compliment to the teaching force has been given by the election of every one except Miss O'Hara, who had resigned. Miss Ruthette Kerr was made principal of the Fourth Ward School. A teacher of drawing is to be employed on half time on a salary not to exceed the rate of \$400 per annum. Orton's Zoölogy and Allen and Greenough's Latin Grammar have been adopted for use in the high school. The State Board of Education recently voted to reduce the salaries of the members of the Normal School faculty ten per cent. A concurrent resolution calling for a reduction in the salaries paid at the state institutions passed both branches of the last legislature, but was finally tabled in the house which originated it. The spirit of the measure, however, has been carried out by the board responsible for the Normal, and a resolution of similar purport will be offered, it is understood, at the next meeting of the Board of Regents, which controls the University. The School Board at Rockford, Kent county, recently prohibited the reading of the Bible and prayer in the schools of that village. The people held an indignation meeting, almost unanimously rejected the action of the board, and commanded the restoration of the old-time customs in the school. The people of St. Joseph, Mich., talk of attaching a normal department to their new \$55,000 school house, but have refused to hear the offer of Prof. Ray, of Buchanan, to establish a normal school in the place. A well known teacher in Allegan county, A. C. Bisikomer, of Bradley, committed suicide by taking morphine, on the 11th inst., caused, it is believed, by the refusal of his wife, whom he married only last winter, to live with him.

INDIANA.—The following is the report of the graded public schools of Portland for the past year: Whole number enrolled during the year, 334; average number belonging, 227.45; average daily attendance, 211.16; per cent of daily attendance, 92.83. The first commencement of the High School will occur next year. All the old teachers in the public schools of Richmond have been retained for next year, except four who declined to accept reelection. Action has been commenced in the Commissioner's Court of Boone county to have Dr. T. H. Harrison removed from the office of county superintendent. He is charged with incompetency, immorality, acting as agent for the disposal of certain school books, and other and more disreputable misdoings.

WISCONSIN.—Miss D. E. Carson, for several years past preceptress in the University, has tendered her resignation of that position for the purpose of spending two years in Europe. At the Whitewater Normal, 47 students graduated in the two classes, 36 in the Elementary and 11 in the four years' course. This is more than double the number sent out by this school at any one time before, and it is agreed that never has so well-prepared a class been sent out.

THE EAST.

At the Phillips Academy reunion last week it was announced that \$100,000 were needed to put the institution on a firm foundation, and soon \$50,000 were subscribed. Mr. J. M. Sears, who was lately graduated from Yale, gave \$10,000, and Mr. John C. Phillips gave \$25,000. General B. F. Butler has renewed an offer of \$500 for a scholarship at the Academy. The original offer was made when the old academy was burned in 1865, and Butler meant that the money should found a scholarship for an orphan of some colored soldier, but by his agent's neglect it was not paid. He again offered the sum at the celebration, and this time the money had been received and accepted.—The Trustees of Williston Seminary have decided to reduce the number of teachers from ten to eight, and the salaries from \$17,400 to \$14,200. The two courses, classical and scientific, will be arranged on a coordinate basis, continuing through four years. Scientific students will get a diploma only when they graduate. By a reorganization of the faculty, C. A. Lador, J. H. Adams, E. H. Knight, and M. B. Beal will retire from the list of teachers. Joseph H. Sawyer will have charge of the scientific department. After much delay and great opposition from the local trustees, it was decided to uphold Mr. Whiton in recent matters of discipline, and to continue him in office for one year, "the trustees reserving the right to make any change in the faculty they shall see fit during that time." The recognized corps of teachers will be paid in this order: Dr. Whiton \$2,800 and house, same as last year; Joseph H. Sawyer, \$2,100, against \$1,700 last year, and \$200 as treasurer; R. P. Keep, \$2,100 against \$2,200 last year; Roswell Parish \$2,000, against \$2,200 last year; R. M. Wright and H. E. Alvord, \$1,600 each. The other teachers are yet to be chosen, to serve for \$1,000 each.—*Springfield (Mass.) Union.*

THE SOUTH.

After a long and thorough discussion by the school board of Louisville, Ky., it was voted to retain the higher branches in the high schools in the city, the vote standing eighteen to one.—The State Teachers' Association of Georgia will meet this year at Barnesville; time not yet announced.—The appropriation for school purposes in Atlanta the current year is only \$30,000, while \$37,245 was set aside as a contingent fund, after all appropriations had been made.—In New Orleans, about 22,000 children have been enrolled during the present annual session of the public schools, of whom about 4,500 are colored. There are 70 schools, of which 23 are used exclusively for the colored children.—The Mississippi State Association meets at Oxford June 28.—The school under the charge of Prof. A. S. Loventhal, at Texas, Washington county, Ky., is very highly praised by the *Times and Kentuckian*, at Lebanon, Ky.—The Georgia press generally endorses the suggestion that the old Capitol at Milledgeville be converted into a State military academy.—There are ten candidates for nomination for the office of Superintendent of Public Instruction in Kentucky.—Supt. G. J. Orr, of Georgia, says that forty five per cent of the voters of Georgia cannot read their ballots.—The thirteenth annual meeting of the Virginia Educational Association will be held at Hampton from July 9 to July 12, 1878.—Three graduates of Oberlin College—two of them white ministers and the third a Mississippi negro, are candidates for the Presidency of Bryan College, Texas. Senator Lamar and Jefferson Davis are said to advocate the appointment of the colored man. Mr. Davis delivered the annual address at the Commencement of the State University.—Lieut. Flipper, the only colored graduate of West Point, is to be appointed military instructor of the colored branch of the Agricultural and Military College of Texas.—The teachers of New Orleans have certainly a pitiful case. They say that at no period during the last five years have they received the full amount of their salaries. The delay in paying them has forced them to sell their certificates at prices varying from 20 to 50 per cent below their par value, or, at ruinous rates, to borrow on them as collaterals. Two years ago their salaries were reduced 12 per cent; last year a still further discount of 40 per cent was required, and then followed the suspension of the schools, and consequently of salaries, for four months. The teachers have made an eloquent and thoroughly good-tempered appeal to the citizens to act with justice in the matter of city education. "Justice" is the word which must be used—for New Orleans, at present, makes a larger appropriation for its police than for the education of its children; that is to say, gives more for the arrest and punishment of the offender than for his rescue from penury, pauperism, and crime.—*N. Y. Tribune.*—After all the talk, there is little prospect for any legislation bearing upon the improvement of the common school system of Kentucky this year. This leads the *Courier-Journal* to remark: "One-third of the entire voting population of Kentucky cannot read the ticket they vote, and 150,000 children are growing up in ignorance of the mere elements of an English education." The *Courier-Journal* is level-headed on one thing, and that is the school question. It has hammered away at the education question with a pertinacity that ought to have accomplished something.—Berea College, Kentucky, organized and conducted for many years under anti-slavery auspices, now has more whites than blacks in attendance. The total enrollment is 273—129 colored, and 144 white; 145 males, 128 females.

THE COLLEGES.

The trustees of Columbia College have decided to erect a fine new building, chiefly for the use of the Academic Department of the college, on the lot on Madison avenue, between Forty-ninth and Fiftieth streets.—At Princeton, the only change in the faculty which has yet been announced for the coming year is the addition to its force of Mr. George B. Halsted, who was graduated from the class of 1875, and who will take the place of Mr. Condit as tu-

tor. Mr. Halsted was Fellow of Mathematics at Princeton, and has for the last three years been pursuing studies in the higher mathematics as fellow of Johns Hopkins University. Mr. Henry A. Todd, instructor in modern languages, will sail for Germany immediately after Commencement, where he will remain for some time in order to fit himself more thoroughly for his collegiate duties; his successor has not yet been chosen. The professors' houses around the School of Science are in process of removal, and in a few weeks the campus will present an unobstructed sweep from Washington street to the president's house.—Henry F. Durant, the founder of Wellesley College, at Wellesley, Mass., is considering a plan to use the present college building for the preparatory department only, and put up another building for the main college capable of accommodating seven hundred pupils, or more than twice as many as the present one. A scientific building is also planned.—Ex-Governor John S. Preston, of South Carolina, will deliver the university address at Vanderbilt University, Tennessee, next November.—The Japanese Minister of Education to this country was so much pleased with the workings of the Amherst College gymnasium that he recently repeated his visit and requested President Seelye to appoint a suitable person to introduce the system in the schools of Japan. George A. Leland, the class captain of the class of 1874 at Amherst, and a recent graduate of the Harvard Medical School, has accepted the appointment.—The trustees of the University of Pennsylvania have unanimously elected Dr. Harrison Allen to the chair of physiology, lately held by Professor Francis Gurney Smith.—It is said that three of the most prominent professors in Vanderbilt University have been removed by the trustees.

FOREIGN.

An exchange says that the fines levied by the University officers at Oxford, called proctors, amounted last year to about \$2,000. There are two proctors. They wear gowns with full velvet sleeves, and each has two deputies, and a satellite or two called a "bull-dog." The proctors are responsible for the discipline and morality of the University, and are endowed with extraordinary powers entitling them to enter any house within a radius of several miles of Oxford in the execution of their duties. Fines are inflicted for not being in a cap and gown at certain hours, and for a number of similar heinous delinquencies. Being tackled by a proctor is known in university parlance as being proctorized. The proctors are taken from each college in rotation, and receive a salary of \$1,500 a year. They are always Fellows of a college.—The British Royal Geographical Society has determined to send an exploring expedition from Zanzibar to the northern end of Lake Nyassa, and thence, if the funds are sufficient, to the southern end of Tanganika. The principal object of the expedition will be to make accurate maps of the lake region.—The Professors of the College of France have recommended Dr. Brown-Séquard for the chair of Physiology, made vacant by the death of M. Claude Bernard. Dr. Brown-Séquard, being an English subject, is ineligible unless he becomes naturalized.—It is said that Cardinal Cullen has offered to use his influence against the Home Rulers if the British government will permit the establishment of a Roman Catholic University in Ireland.—Some very interesting archaeological discoveries have recently been made in Rome. Near the portico of Octavia has been found a pedestal which evidently belonged to a statue of Cornelia, the famous mother of the Gracchi, and there is good ground for hoping that the statue itself is not very far off, and may yet be restored to light. This is the only ancient work of art relating to Cornelia which has yet been discovered.—The Brighton Aquarium, in England, has lately lost a large monger eel, weighing some 25 pounds. The eel was opened, and in its inside was found a large fishhook, which had evidently caused inflammation and death, and which must have been swallowed long ago, as the eel had been in the aquarium four years.—Twenty-three women are now studying medicine in Paris, only five of whom are French. The others comprise six English and twelve Russian. But thirty-two women have taken medical degrees in Paris since 1865.—Dr. A. Muirhead, a Scotchman and a professor of science in the London University, has adapted the duplex system of telegraphy to the ocean cables. His invention is already in use by the Direct United States Cable Company. The former capacity of the cable was about fifteen words per minute, but with the new invention it is capable of transmitting about thirty-eight words a minute.—A new High School building is to be erected in Halifax, N. S., at an estimated cost of about \$30,000.—Children whose parents support the separate schools of Toronto are not admitted into the public schools of that city.

GENERAL.—Japan is making rapid progress in education and in civilization. She has just established an agricultural college at Tokio, under the direction of the Mikado. Her income for the purpose of public schools in 1875 was \$6,238,096. She employs 44,000 teachers, and has 1,926,000 scholars enrolled. This speaks well, and is a grand start toward a broader civilization.—The Connecticut Senate has passed a bill restoring the old system of raising school money by district tax.—The Central Ohio Science Association intends to accomplish much out-door work this summer. It will travel through the state with competent professors.—Another letter from R. C. McGee, of Eufala, Indian Territory, gives considerable interesting information, but our space will not permit us to reproduce it all. Mr. McGee is principal of the Asbury Manual Labor School, designed to educate eighty Indian boys. The school is not full. Quite a number of his pupils cannot speak English, and he requests some reader of the WEEKLY to give him a good method of teaching English to such children. Wages there are about forty dollars a month. Some schools are composed entirely of negroes and some of full-blooded Creeks, all speaking Creek entirely. An institute will be held July 2, at Okmulgee, the capital of the Creek nation. Wm. McCombs is territorial superintendent.

Practical Hints and Exercises.

PERSPECTIVE DRAWING.

Miss M. J. BASSETT, Chicago.

Perspective is a study which is generally considered too difficult to be given to pupils even in our high schools. Mathematically considered, this idea may be a true one, when we remember to what an extent, requiring most profound learning, its calculations may be carried. But we do not commence at the upper end of any ladder which may serve us in climbing the Hill of Knowledge, and there are few studies, however intricate, whose elements are considered too abstruse for children, even in their play. Witness the instruction given to lower grades in natural science, mathematics, language, music, and literature. Yet these are not less difficult in their advancement, than the study of Perspective, and have, in the days that are past, been thought as far out of reach, but have been brought down by easy stages until their consideration has become a commonplace affair. While these easy stages have not yet been applied to bring perspective within the reach of babyhood, surely some easy hints may be picked out from its beautiful rules to show the wondering boy the meaning of curious appearances which are marvels to him now.

We might begin with high school pupils and simplify to their comprehension, but the thought comes of the many boys and girls in the grammar grades who will never enter the high school, and will miss the simple reasoning, who yet have learned to wonder at nature's phenomena, and, with curiosity ever whetted by their continual presentation must go through life deeming the solution of the problems a mystery far beyond ordinary mortal's ken.

It is a fact that many adults are unacquainted with its simplest rules, not because they are too difficult to be understood, but simply because attention has not been directed to them. Of the many hundred individuals it has been my privilege in the past two years to instruct, I have found that all classes of teachers have needed careful instruction in principles before proceeding to figures and diagrams, and that those same principles have been readily comprehended in the high school, and in grades one and two below the high school.

This seems to point strongly the moral that we need not wait for our pupils to become instructors before they investigate this fascinating theme,—that they need not, in fact, even pass the grammar grades.

DICTATION DRAWING.

Prof. L. S. THOMPSON, Purdue University.

LESSON LXXVI.

Place dots as in Lesson LXXV., and draw the lens and first six curves the same as in that lesson. Then draw as follows: From the left upper dot to the nearest one to the left of the centre, a full curve, with its convex side toward the right; from the last dot continue the curve to the lower dot, with its convex side toward the left, uniting with the last curve so as to form a wave line; from the right upper dot to the nearest one to the right of the centre, a full curve, with its convex side toward the left; from the last dot continue the curve to the lower dot, with its convex side toward the right, uniting with the last curve so as to form a wave line.

LESSON LXXVII.

Place dots as in Lesson IV., and add the following: A dot half an inch to the left of the centre, and another one, half an inch to the right of it. Draw as follows: From the middle upper dot to the centre a lens with full curves; from the centre to the lower dot a straight line; from the upper left dot to the lower one, a very full curve, with its convex side toward the centre; from the right upper dot to the lower one, a very full curve, with its convex side toward the centre; from the left upper dot to the one half an inch to the left of the centre, a full curve, with its convex side toward the left; from the last dot continue the curve to the lower dot, with its convex side toward the left; from the right upper dot to the one half an inch to the right of the centre, a full curve, with its convex side toward the right; from the last dot continue the curve to the lower dot, with its convex side toward the right, uniting with the last curve so as to form a wave line.

LESSON LXXVIII.

Place dots as in Lesson LXXVII., and draw the lens, the straight line, and the first two curves the same as in that lesson. Then draw as follows: From the left upper dot to the one half an inch to the left of the centre, a full curve, with its convex side toward the left; from the last dot to the lower one, a full curve, with its convex side toward the left; from the right upper dot

to the one half an inch to the right of the centre, a full curve, with its convex side to the right; from the last dot to the lower one, a full curve, with its convex side toward the right.

LESSON LXXIX.

Place dots as in Lesson LXXVII., and draw the lens, the straight line, and the first two curves the same as in that lesson.

Then draw as follows: From the left upper dot to the one half an inch to the left of the centre, a full curve, with its convex side toward the right; from the last dot to the lower one, a full curve, with its convex side toward the right; from the right upper dot to the one half an inch to the right of the centre, a full curve, with its convex side toward the left; from the last dot to the lower one, full curve, with its convex side toward the left.

LESSON LXXX.

Place dots as in Lesson XIX., and add the following: a dot half-way between the upper dot and the left one; a dot half-way between the upper dot and the right one; a dot half-way between the lower dot and the left one; a dot half-way between the lower dot and the right one.

Draw as follows: From the upper dot to the one half-way between the upper dot and the left one, a full curve, with its convex side toward the left; from the last dot to the left one, a semi-circle with its convex side toward the left; from the upper dot to the one half-way between the upper dot and the right one, a full curve, with its convex side toward the right; from the last dot to the right one a semi-circle, with its convex side toward the right; from the left dot to the one half-way between the left dot and lower one, a semi-circle, with its convex side toward the centre; from the last dot to the lower one, full curve, with its convex side toward the right; from the right dot to the one half-way between the right dot and lower one, a semi-circle, with its convex side toward the centre; from the last dot to the lower one, a full curve, with its convex side toward the left.

Remarks.—In order that the result of this lesson may be what it is intended it should be, the semi-circles should be very carefully made.

MORALITY.

Prof. J. BALDWIN, Kirksville, Mo.

MORAL culture is by far the most important part of education. Nor is it more difficult to produce good men and women than to produce good scholars. Systematic and persistent effort on the part of the family, the school, and the community, will as certainly produce good character as good scholarship.

1. *Pure and Elevating must be all the Impulses of the Teacher.* The earnest desire, the pure example, and the timely word will flow from the pure heart. It is impossible to overestimate the influence for good of the truly worthy teacher. Character tells.

2. *Incidentally Teach Moral Lessons.* This can be done in connection with reading lessons, cases of discipline, or when incidents occur involving morality. If timely and persistent, this method will accomplish far more than lectures or set lessons. Abstractions and moral sermons repel the young. Morals, like science, must be taught objectively.

3. *Work in the Pupil a Love of the Right and a Hatred of the Wrong.* Read or tell anecdotes showing the nobleness of right-doing and the meanness of wrong-doing. Show them the tendencies and the outcome of the two courses of conduct. This field is unlimited, and full of inspiration.

4. *Attack one Vice at a Time.* The skillful general manages to conquer the enemy in detail. So must vices be conquered. Take profanity, then untruthfulness, then dishonesty, etc., etc., and mass all your forces on each. When the first is conquered, attack the second. This is the only successful plan for a campaign against vice, either for the individual, the school, or the nation.

5. *Train the Pupil to the Habit of Right-doing.* No amount of moral teaching will answer. Doing good is the only way to become good. By managing to have pupils do right from right motives you make them strong. The good man is the one who habitually does what he believes to be right. Training converts precept, example, and impulse into habit. "Train up a child in the way he should go," is the injunction of Infinite Wisdom.

6. *Administer Right Punishments.* See that the wrong-doer suffers the natural consequences of his acts. Kindly but firmly manage to have the pupils get right and keep right. See that the punishment works in the pupil a hatred of the wrong and a love of the right. Ponder before you act. Injudicious punishment is criminal. It breaks down manhood, and is a prolific source of human woe.

7. *Avoid all Shams.* From the primary school to the university, our schools are weighted down with disgraceful shams. The method of study and recitation in which the book is repeated verbatim, is a sham. All teaching not founded in intelligence, is a sham. All teaching which does not awaken and direct thought, and create a quenchless love of truth, is a sham. Bible reading and prayer, when the heart is not in it, is a most shocking sham. Capricious, harsh, unjust, partial, and unloving government, is a sham. Cramming for examinations is a sham. The pupils know that they are surrounded by these transparent frauds, hence the moral influence of the teacher is destroyed. The teacher must be terribly in earnest. Sincerity and truth must shine in every act. As he hates sin, so must he abominate sham.

8. *Make a Direct Appeal to Conscience.* Morality is positive, and is based upon the intuition, "I ought." All efforts at moral culture not rooted in conscience are shadowy as the visions of the night. Conscience is a rational emotion; it impels us to do what we believe to be right. Conscience is a feeling of satisfaction in view of right doing, or a feeling of remorse in view of wrong doing.

"An approving conscience is the smile of God; remorse His frown."

Veneration, honor to parents, truthfulness, honesty, courage, fidelity, virtue, benevolence, self-control—everything that elevates and ennobles, must be cultivated from the standpoint of conscience. This becomes the master impulse of the soul. Appetite, passion, selfishness, weakness, yield to the inspiration of conscience. An intelligent, conscientious man, is the noblest work of God;

"His mind clear as the mountain air,
His heart pure as the driven snow."

To produce such men is the grand end of education. The one vital work of every teacher is the culture of conscience; and this is involved in all that is taught and all that is done in the school-room.—*Amer. Jour. of Education.*

A SUMMARY OF SCHOOL-RULES.

[The following practical suggestions to the teachers of Chicago are published in a circular for the teachers' use, by Duane Doty, Esq., superintendent of schools. We suggest their practical application to teachers everywhere.—ED.]

A Teacher's Duty.

TO THE SCHOOL AUTHORITIES.

1. To understand and enforce the rules and regulations of the board of education.
2. To carry out faithfully the instructions of the superintendent and the principal of the school.
3. To keep your school records, use your school blanks, and render your school reports exactly according to instructions.

TO SCHOOL PROPERTY.

4. To make your school-room a pleasant and attractive place for children; ornamenting it, when possible, with pictures.
5. To take good care of all books, maps, charts, blanks, keys, and other school property entrusted to your care.
6. To inspect daily the stoves, desks, and other school property, and instantly report to the principal whenever any damage is done.

TO PUPILS.

7. To know that the best school teaching is always associated with the best school government, and that good school government consists in having each pupil attend quietly and faithfully to his own business, at his own desk, which is his place of business.
8. To know that a pupil's true education is a growth consequent upon the proper exercise of his faculties.
9. To make yourself acquainted with the home influences affecting your pupils.
10. To make yourself acquainted with the moral, intellectual, and physical natures of your pupils, and to teach every one according to his nature.
11. To inspire your pupils with enthusiasm in the pursuit of knowledge, and to implant in them aspirations for all attainable excellence.
12. To keep your pupils busy with school work, and to work your classes upon the prescribed course of study.
13. To attend to the proper position of pupils, when sitting, standing, or moving in the school-room.
14. To teach your pupils how to study.
15. To talk in a natural tone of voice.
16. To commend pupils for earnest work.
17. To teach the virtues of industry, order, system, promptness, punctuality, and attention to business, and the value of time and its improvement.
18. To teach the ways of getting knowledge, and the reasons for and value of good school order.
19. To remember that children are children, and need assistance in many ways, but that the most valuable work for a pupil is that which he does for himself.
20. To know that mistakes, blunders, neglect, or carelessness on your part are disastrous to pupils, and are most difficult to remedy.

21. To be ever thoughtful of the pupils' future, and to make all school work and discipline such as will be of lasting service to them.

22. To keep pupils happy, and to remember that what a pupil grows to be is of more importance than what he lives to know.

TO YOURSELF.

23. To use every effort to improve yourself in the science and art of governing and teaching a school.
24. To exercise a watchful care over every word and act; teaching by example as well as by precept.
25. To be systematic and methodical in all your work.
26. To keep such private record of your own work that at any time you may be able to give the important facts in connection with any year of your school service.
27. To be very cautious, careful, and circumspect in everything you say and do in the presence of your pupils.

TO THE SCHOOL.

28. To have a carefully prepared programme for daily exercises, and to follow it closely in your work.
29. To talk little, and in a natural tone of voice, but do much in school.
30. To rely upon your own tact, skill, energy, and devotion to your work.
31. To be at your post in time, or never to be tardy.
32. To give your undivided attention to school duties, never reading books, making out school reports, nor writing letters during school hours.
33. To keep neat files of all reports, records, circulars, letters, and business papers.
34. To speak the English language in its purity.
35. To feel an honest pride in your school, and a determination to have it take rank among schools.

TO PARENTS.

36. To avoid wounding the feelings of any parent by word or manner.
37. To endeavor to secure the confidence and coöperation of parents in your efforts to benefit their children.
38. To know that a dispassionate conversation with a parent will almost invariably convince him that you are pursuing a correct course with his child.
39. To keep parents fully informed of the doings and progress of their children.

TO OTHER TEACHERS.

40. To aid and encourage fellow-teachers by a friendly appreciation of their work and efforts.

A Pupil's Duty.

TO THE SCHOOL.

1. To observe and obey the rules and regulations of the school.
2. To be prompt and regular in attendance at school.
3. To do your full part in making your school the best possible.

IN THE SCHOOL HOUSE.

4. To attend quietly and faithfully to your own business, at your own desk, during school hours.
5. To avoid disturbing teachers and school-mates by unnecessary noise, such as dropping books or pencils, or moving feet upon the floor in changing position.
6. To avoid wasting your time, or that of your school-mates, by whispering or otherwise taking their attention from their school duties.
7. To recite lessons promptly and in a full, natural tone of voice, pronouncing every word very distinctly.
8. To do all slate, chart, paper and blackboard work with the greatest rapidity consistent with neatness and accuracy.

OUTSIDE THE SCHOOL HOUSE.

9. To go to and from school in such a manner as not to disturb any one.
10. To go home directly at the close of school, and not come to the school house before the proper time.
11. To move quietly about the school house and make no unnecessary noise in its neighborhood.

TO TEACHERS.

12. To be obedient and respectful to parents and teachers.
13. To render teachers proper excuses for any absence or tardiness.
14. To obey promptly and cheerfully all signals of teachers.

TO PROPERTY.

15. Never to cut, mar, mark, or injure desks, walls, fences, or any school property whatever.
16. To keep books and slates covered, to keep your school-desk and its contents in good order, and the floor about your desk neat and clean.

TO YOURSELF.

17. To be always neat and tidy in dress and person.
18. To do the very best you can in all school or other work you may have to do.
19. To be mindful of the rights and feelings of others, and to be kind and polite to all.

GENERAL DUTIES.

20. To remember that energy and patient industry, enthusiasm, and earnestness are the surest reliance for success in student-life as well as in business or professional life.
21. To remember that there is a time for work, for play, and for study, and that the school-room is the place for study.
22. To feel and understand the great value of time, and learn ways of improving it.
23. To let no day pass without adding something to your store of knowledge.
24. To be truthful and use good language on all occasions.

